



Study of the Incentive Program for Washington's National Board Certified Teachers

Overview of Progress to Date

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*Presentation to the State Board of Education
Tumwater - January 14, 2010*



Overview of NB Process

NBPTS standards exist for 25 certificates

Rigorous Process:

- takes about 18 months from application to decision
- 50-200 pages of documentation required plus two videotapes
- 3 hour content exam
- assessed by national panel of teaching peers

About half certify on first try



Quick Facts

Washington ranks 2nd in the nation for the number of new NBCTs in 2009 (1,248)

Washington ranks 5th in the total number of NBCTs (3,964)

74% of all districts have at least one NBCT



Study Purpose

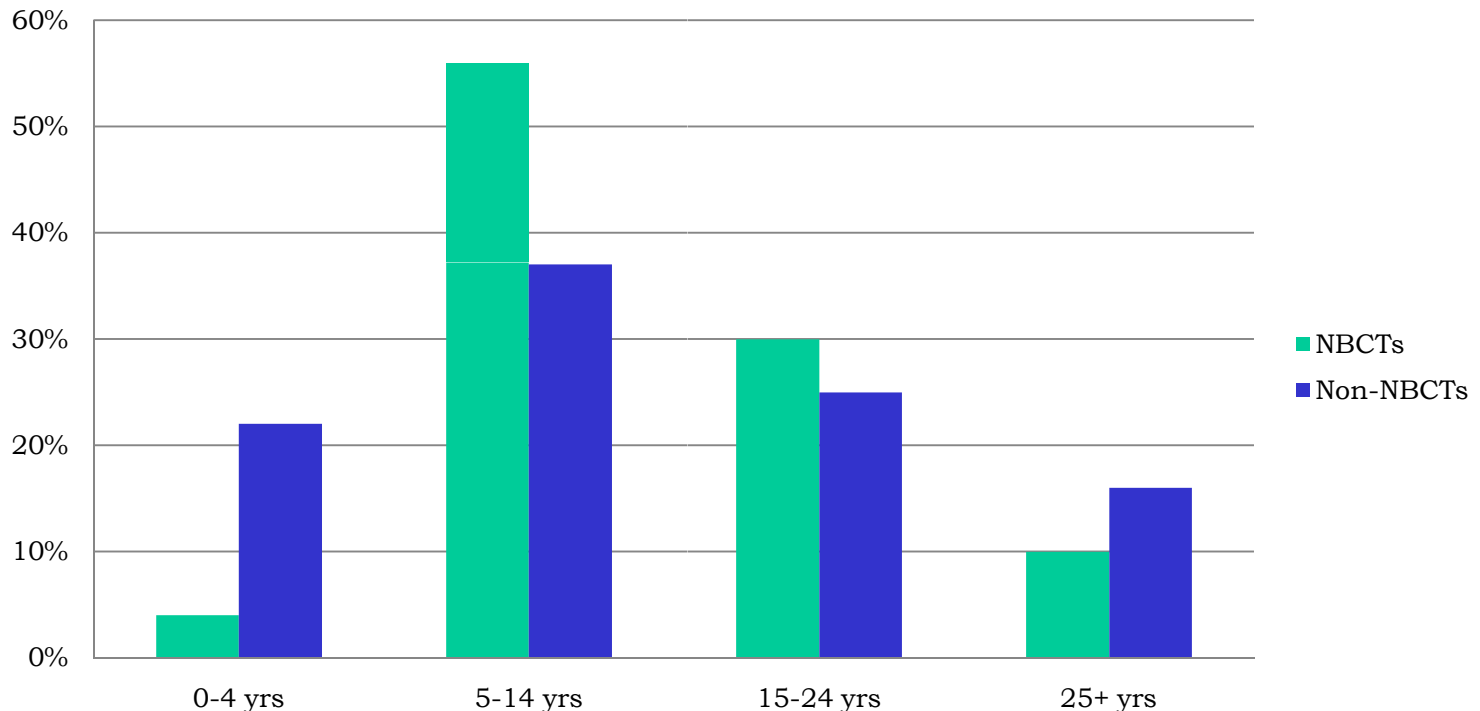
Collect and analyze data regarding the impact of the state's two incentives for attaining NBCT certification and working in challenging schools.

Two Lines of Inquiry

- 1. Baseline data analyses (UW)** to compare NBCT and non-NBCT teacher characteristics, retention and mobility patterns in the schools where they work
- 2. Survey research (CSTP)** to examine the contribution of NBCTs in schools and districts and effects of the incentives

Baseline Characteristics of NBCTs and Non-NBCT Teachers in 2006-07

Teaching Experience



84% of NBCTs have a Master's degrees or higher compared to 61% of non-NBCT teachers

Baseline 2006-07

- NBCTs were located in schools that typically performed better on WASL and had smaller proportions of students of color.
- NBCTs were less likely to leave the workforce than colleagues (5% vs 8%) but perhaps due to fewer novices and those with 25+ years experience.



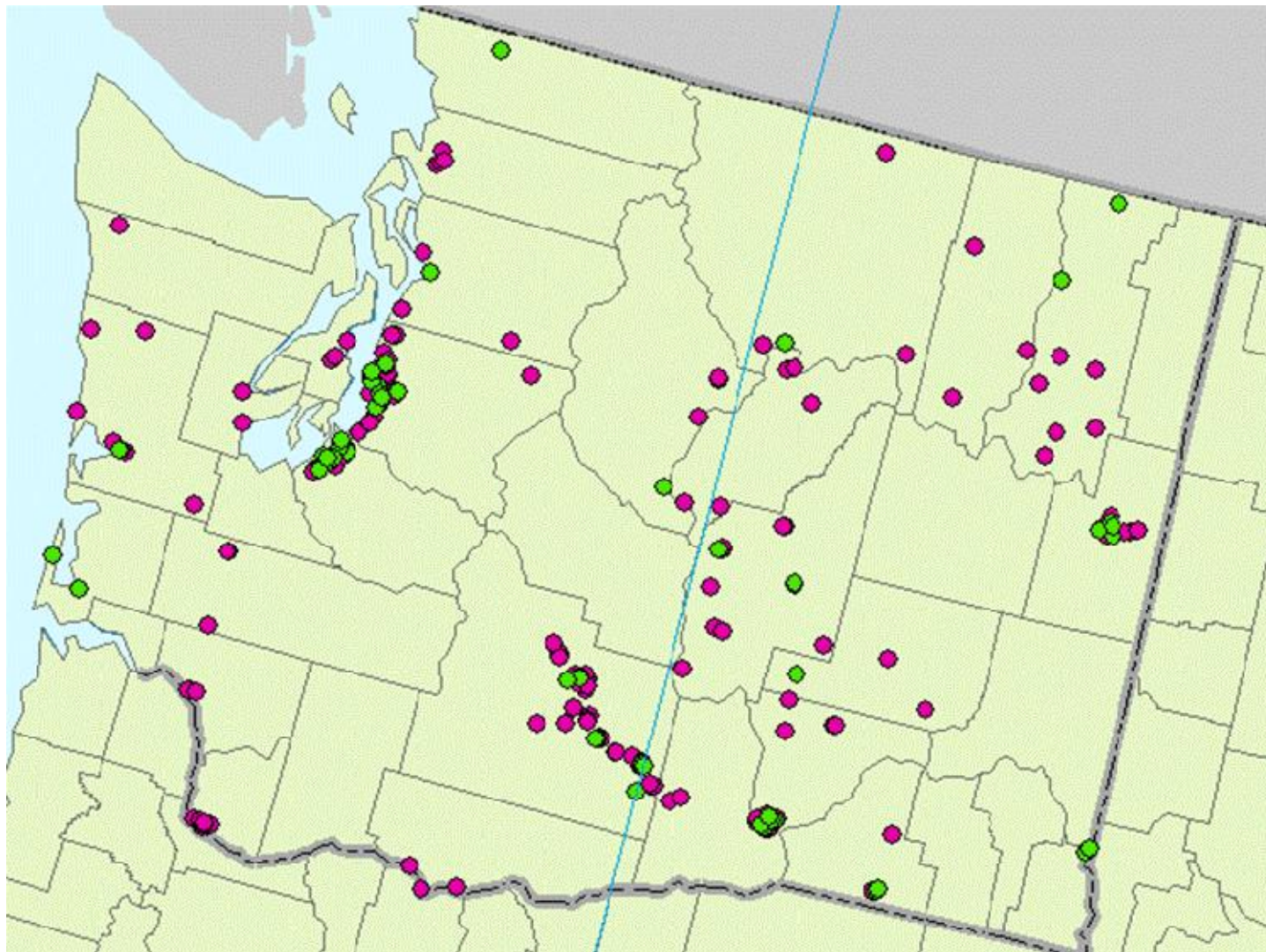
Challenging Schools in 2006-07 (n=259)

	Number	Percent
Types of Schools		
Elementary	173	67%
Middle	33	13%
High	22	8%
Combined	26	10%
Other	5	2%
Classroom Teachers		
Non-NBCTs (headcount)	5803	99%
NBCTs (headcount)	76	1%
# Teaching NBCTs in a Single Building		
0 NBCTs	207	80%
1 NBCT	36	14%
2+ NBCTs	16	6%

Location of NBCTs in Challenging Schools in 2006-07

● Schools with
no NBCTs
(n=207)

● Schools with
1+ NBCTs
(n=52)



November 09 Surveys

- Emailed invitations to 2717 NBCTs
2620 delivered, *1178 responded*
- Principal survey forwarded by NBCTs
75 responded
- Colleague (non-NBCT) surveys forwarded
by NBCT or principal
716 responded

Impact of Incentives on Decision-Making

	Non-NBCT Respondents <i>Not in Challenging Schools (n=301)</i>				Non-NBCT Respondents <i>Challenging Schools (n=189)</i>			
	No impact	Minor impact	Moderate impact	High impact	No Impact	Minor impact	Moderate impact	High Impact
\$5000 stipend for NBCTs	2%	8%	25%	65%	4%	10%	23%	63%
Additional \$5000 for NBCTs in challenging schools	45%	21%	15%	19%	4%	9%	23%	64%
Conditional loan from state to pay NBPTS fees	23%	21%	24%	31%	14%	17%	28%	42%
45 clock hours for completion of process	26%	22%	26%	27%	14%	27%	30%	29%

NBCT Respondents

- 95% of NBCTs were classroom teachers prior to certification
- 77% are still classroom teachers in 2009
- 18% provide instructional support (e.g., coach, TOSA)
- 2.4% are administrators



Impact of NBPTS Certification on Teaching

	NBCTs N=875			Principals with NBCTs on staff N=75		
	No/Negative Impact	Somewhat Positive Impact	Very Positive Impact	No Impact	Somewhat Positive impact	Very Positive impact
...evaluate individual student needs	4%	29%	66%	0%	28%	72%
...teach discipline-specific content	16%	43%	41%	3%	22%	75%
...use multiple strategies with students	6%	36%	58%	0%	21%	79%
...use assessments to inform instruction	7%	31%	62%	3%	22%	76%

75% of principals rate the overall effectiveness of NBCTs in the top 10%

Next Steps

Survey research (CSTP)

- Finalize analysis of survey data

Baseline data analyses (UW)

- Continue analyses (distribution, retention and mobility) for subsequent years 07/08 through 09/10
- Design a comparison group of non-NBCTs with similar characteristics

Final Report in June 2010